

Data, Practices, & Systems for Tier 2 Behavior Support within a Multi-Tiered Framework

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A photograph of a male teacher with a beard, wearing a blue button-down shirt, pointing at a globe. Two young students, a girl with glasses on the left and a girl on the right, are looking at the globe with interest. The globe is a standard world map with blue oceans and green/yellow landmasses. The image is framed with rounded corners and a thin grey border.

**Improving outcomes for all
students.**

Positive, proactive, preventative behavior supports.

The Challenge

- Approximately **14-20% of young people** experience a social, emotional, behavioral or mental health challenge (EBD) at a given point in time.

(NRC & IOM, 2009, p. 15)



The Challenge

- Many of the students who experience these challenges are not identified as eligible for services.
 - Consistently 1% or less of the school-age population receives special education services for an Emotional/Behavioral Disorder.

This Means ... lots of children in school settings with needs that may not be met!

50 years of research evidence indicates academic & behavior skills are linked

Low Academic Skills

High Problem Behavior



Poor readers are significantly more likely to report symptoms of anxiety & depression

Parents of poor readers are significantly more likely to report delinquent behavior

Multi-Tiered Approach (MTSS)

A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- Rapid response
- First signs of risk

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

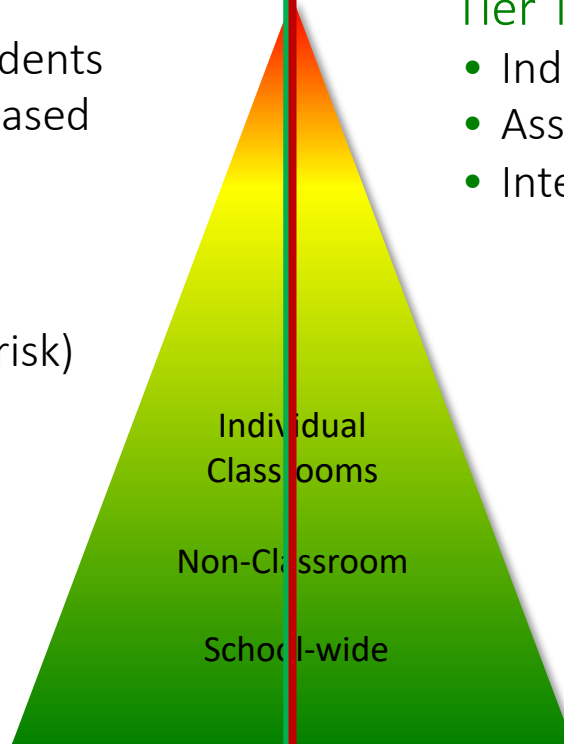
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

- Some students (at-risk)
- Rapid response
- First signs of risk

Tier One

- All settings & students
- Preventive, proactive



Purpose of the Tier 2 System

- Provide interventions to support approximately 15% of the student population who are at risk, but not currently engaging in severe problem behavior



Big Idea

Tier 2 Targeted support is designed to provide

early response to students who are exhibiting risk factors (e.g., low academic achievement, poor peer skills, limited family or community supports) but are not currently experiencing failure.

Walker & Horner, 1996;
Crone, Hawken & Horner, 2010, p. 7

Outcomes Today

- By the end of this session you will be able to
 - Describe key elements of a Tier 2 system
 - Consider “*readiness*” for Tier 2
 - Access a variety of freely available resources

Tier 2 System Includes...

- Procedures to identify students who need additional supports.
- Limited range of interventions that are contextually relevant for school/district.
- Data for monitoring progress & making decisions

Tier 2 - Student Identification

Externalizing Behavior Examples...

- Aggression
- Hyperactivity
- Non-compliance
- Disruptive
- Arguing
- Defiance
- Stealing
- Not following directions
- Calling out

Internalizing Behavior Examples...

- Sad or depressed
- Sleeps a lot
- Is teased/bullied by peers
- Tends not to participate
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Withdrawn
- Anxious or worried

Tier 2 - Student Identification

- Data based identification for students with data indicating “non-responsive”

- Data based triggers
- Teacher nominations
- Screening scores

Externalizing
Internalizing
Sooner rather than later

FPS School Data Inventory Tier II Guidelines

Measure	Proficient Score	At-Risk	High-Risk	Date(s) to Review
Major IBR's	0-1	2-4	5+	Quarterly
Minor IBR's	0-4	5-14	15+	Quarterly
Absences	5 or less per quarter	6-9 per quarter	10+ per quarter	Quarterly
Tardy	5 or less per quarter	6-9 per quarter	10+ per quarter	Quarterly
ISS (.5 Day or more)	0-1	2-3	4+	Quarterly
OSS (.5 Day or more)	0-1	2-3	4+	Quarterly
Visits to Health Center	As nominated by staff			
Course Grades				
Elementary	All standards at mastery (All 3's, 4's)	Multiple standards below mastery (1's, 2's)	A majority of grades below mastery (1's, 2's)	Quarterly
JCAC	All proficient grades	Performing below grade level in 1 core subject (D or 1's & 2's)	Performing below grade level in 2+ core subjects (D or 1's & 2's)	Quarterly
FMS	All proficient grades	1 D or F in Core Subject	2+ D or F in Core Subject	Quarterly
FHS	All proficient grades	1 D or F	2+ D or F	Quarterly
NWEA Reading	%ile 41+	%ile 21-40	<21st %ile	Each Trimester
NWEA Math	%ile 41+	%ile 21-40	<21st %ile	Each Trimester
Pre-ACT	TBD	TBD	TBD	Yearly

Data Based Triggers

- Brings student to attention of Tier 2 Team
- Consider need for additional support

*Externalizing?
Internalizing?
Sooner rather than later?*

Tier 2 - Student Identification

- Data based identification for students with data indicating “non-responsive”
 - Data based triggers
 - Teacher nominations
 - Screening scores
- Notion of “sooner rather than later”

FPS Tier II Teacher Nomination Form- K-8

Student Name: _____ Date: _____

Teacher Completing: _____ Grade: _____

ACADEMIC INFORMATION:

Reading Grade: _____

Writing Grade: _____

Math Grade: _____

Do you believe that academic skills, including task completion, are impacting the problem behavior?

☐ Yes
☐ No
☐ Unsure

Standardized Test Scores:

_____ Fall NWEA

_____ Spring NWEA

_____ Winter NWEA

PROBLEM BEHAVIORS:

Internalizing Behaviors:

- ☐ Exhibits sadness or depression
- ☐ Sleeps a lot
- ☐ Is teased or bullied by peers
- ☐ Does not participate in activities
- ☐ Very shy or timid
- ☐ Acts fearful
- ☐ Does not stand up for self
- ☐ Self-injury
- ☐ Withdrawn
- ☐ Frequent requests to leave class
- ☐ Other: _____

Externalizing Behaviors:

- ☐ Out of seat/assigned area
- ☐ Inappropriate Language
- ☐ Fighting/physical aggression
- ☐ Talking out of turn
- ☐ Verbal defiance
- ☐ Not following instructions
- ☐ Technology violations
- ☐ Frequently Tardy
- ☐ Frequent Absences
- ☐ Other: _____

Has major and minor documentation using the school-wide data system? ☐ Yes ☐ No

<u>Strategies Tried:</u>	Successful	Somewhat Successful	Not Successful
<input type="checkbox"/> Establishes and maintains rules and procedures			
<input type="checkbox"/> Establishes and maintains effective relationship with student			
<input type="checkbox"/> Consistent use of strategies to discourage inappropriate behavior <input type="checkbox"/> (proximity, signal, ignore/attend/praise, re-direct, choice, student conference)			
<input type="checkbox"/> High levels of specific positive feedback (4:1)			
<input type="checkbox"/> Retought expected behavior			
<input type="checkbox"/> Multiple opportunities to practice expected behavior			
<input type="checkbox"/> Multiple opportunities to respond during instruction			
<input type="checkbox"/> High levels of student engagement during instruction			
<input type="checkbox"/> Modified assignments			
<input type="checkbox"/> Change of schedule for activities			
<input type="checkbox"/> Extra assistance			
<input type="checkbox"/> Parent/Guardian contact			

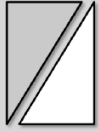
K-8 Form

*High School form is similar, but with different Academic indicators.

Externalizing?
Internalizing?
Sooner rather than later?

Tier 2 - Student Identification

- Data based identification for students with data indicating “non-responsive”
 - Data based triggers
 - Teacher nominations
 - Screening scores
- Notion of “sooner rather than later”



SAEBRS

Social, Academic, & Emotional Behavior Risk Screener

Teacher Rating Scale

Your Name: _____ Student Date of Birth: _____

Student Name: _____ Student Grade: _____

Today's Date: _____

Using the following scale, identify how frequently the student has displayed each of the following behaviors **during the previous month**. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

Social Behavior

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

Academic Behavior

Interest in academic topics	0	1	2
Preparedness for instruction	0	1	2
Production of acceptable work	0	1	2
Difficulty working independently	0	1	2
Distractedness	0	1	2
Academic engagement	0	1	2

Emotional Behavior

Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3

Sample Questionnaire

*Externalizing?
Internalizing?
Sooner rather than later?*

Resource – Screening Tool Examples

- **Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus, Chafouleas, Riley-Tilman, and Embse, 2013)**
- **The Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)**
- **The Behavioral and Emotional Screening System (BASC-2 BESS; Kamphaus and Reynolds, 2007)**
- **The Systematic Screening for Behavior Disorders (SSBD; Walker and Severson, 1994)**

Universal Screening Considerations

(Adapted from Muscott, 2008)

Documented Purpose and Policy		
Minimum Feature	Questions to Consider	Team Notes/ Tasks to Complete
1. The person who can authorize social-emotional / behavioral screening is identified and approval is obtained to design and implement the process.	a. Who provides approval? <ul style="list-style-type: none"> Is it the school board, school superintendent, special services director, a leadership team and/or building level principal? 	
2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals.	a. Is the alignment with district and building level mission, priorities and improvement goals documented? b. Is there an existing system for identifying at-risk students? c. Is the existing system effective in finding students with externalizing or internalizing types of concerns? d. Are there any groups of students who are not consistently identified? e. How will the results be used? f. How will screening be distinguished from a diagnostic process?	
3. The policy and procedures for screening in non-behavior areas is used to inform development of screening system for social-emotional / behavioral concerns.	a. What are the current policies and procedures regarding vision, hearing and academic screening? b. Is that policy effective and can it be used for social- emotional / behavioral concerns?	
4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results.	a. How will awareness of the process and its benefits be developed among stakeholders? b. How will parents be notified of the screening? c. When in the process will parental consent be obtained? Will parental consent be active or passive? d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students identified be informed? e. How will results of the screening be used?	
5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures.	a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel?	
6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified.	a. Whose role is most aligned to complete this work?	

Resource – Screening Considerations

Tier 2 System Includes...

✓ Procedures to identify students who need additional supports.

- Limited range of interventions that are contextually relevant for school/district.
- Data for monitoring progress & making decisions

Tier 2 - Interventions

- Readily available & easy to access
- Matched with student need
- No more than 10 min of teacher time
- All staff aware of & know role in supporting
- Data for monitoring progress & making decisions
- Group based rather than individualized

Tier 2 – Range of Interventions

- Academic Supports

- Supports to Teach Self-Monitoring
 - Check-in/Check-out (CICO)
 - Check & Connect

- Social Skills Training

Tier 2 – Check-in/Check-out (CICO)

Click to **LOOK INSIDE!**

THE GULFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Responding to Problem Behavior in School

The Behavior Education Program

second edition

Deanne A. Crone
Leanne S. Hawken
Robert H. Horner

CHAPTER 5: CHECK-IN, CHECK-OUT

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- ▶ Identify five implementation components of CICO.
- ▶ Describe students who are most likely to benefit from the CICO intervention.
- ▶ Tell main findings of research associated with the CICO program.
- ▶ Design and implement a CICO program that is contextually relevant for your students and school but adheres to implementation of critical features.
- ▶ Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- ▶ Determine how student data will be collected and graphed.
- ▶ Monitor progress and make decisions for students who participate in a Social Skills Intervention Group.
- ▶ Create a process for fading intervention supports.
- ▶ Determine criteria for exiting the intervention.

THE BEHAVIOR EDUCATION PROGRAM

A Check-In, Check-Out Intervention for Students at Risk

LEANNE S. HAWKEN
HOLIE PETERSSON
JULIE MOOTZ
CAROL ANDERSON



www.pbissmissouri.org

Check-in/check-out Intervention

CICO Implemented

- **Attention seeking**
- **Across multiple classroom settings**
- **Low-level problem behaviors**

Morning
Check-in

CICO Coordinator
Summarizes Data
For Decision Making

Parent
Feedback

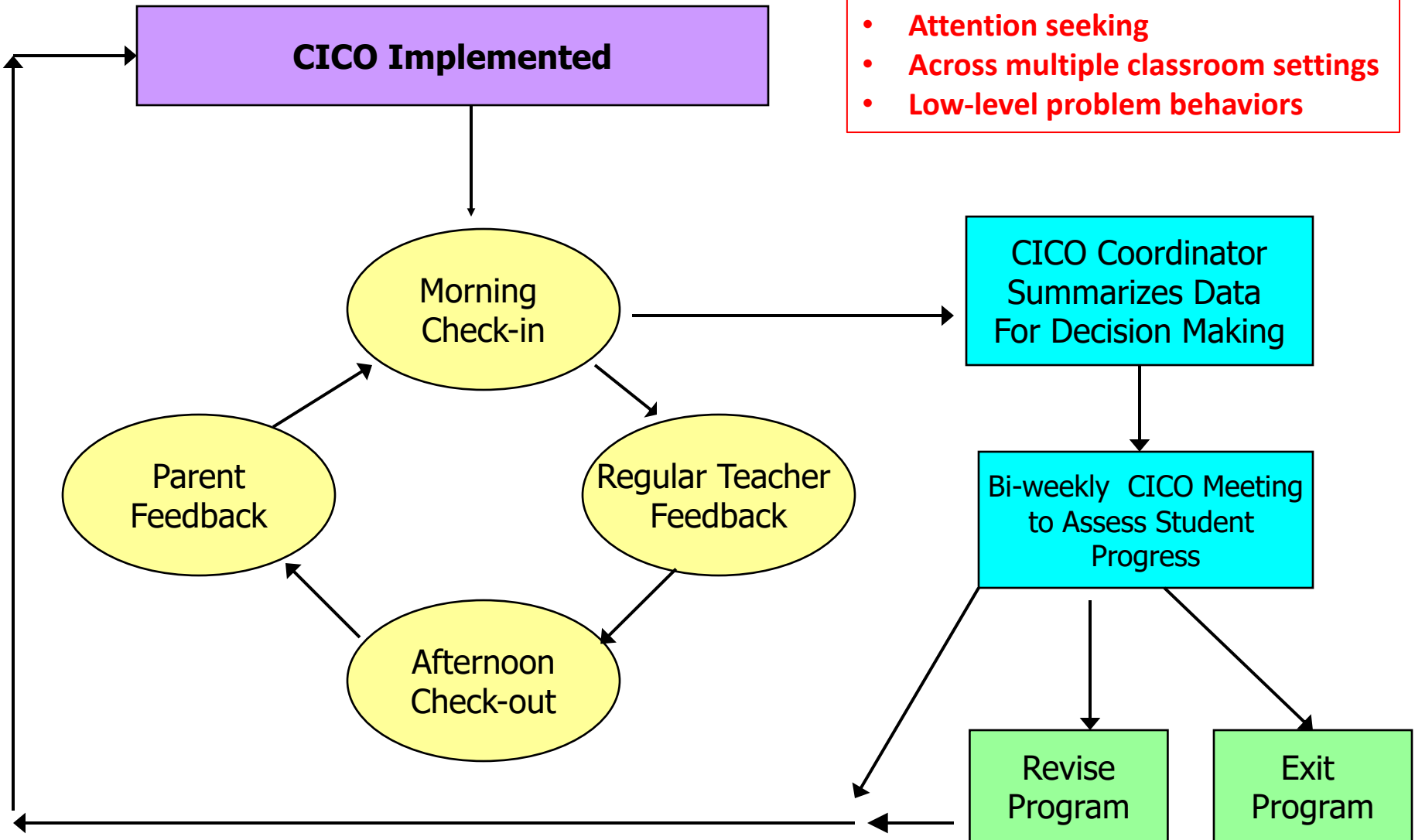
Regular Teacher
Feedback

Bi-weekly CICO Meeting
to Assess Student
Progress

Afternoon
Check-out

Revise
Program

Exit
Program



Check-in/Check-out Daily Progress Report

Student Name: _____ Today's Date: ____/____/____

Today's Goal: _____% Student Signature: _____

Morning Check-In

- ☐ Student checked in
- ☐ Positive greeting
- ☐ Reminder for expectations
- ☐ Student and materials ready for class

Expectations	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Teacher Initials							
WOW! <i>comment on student successes.</i>							

Scoring Guide:

2 = Great! Always met expectations.
1 = Ok. Partially met expectations.
0 = Try again. Did not meet expectations.

Parent/Guardian Signature:

Daily Goal Check

Total Pts. Earned: _____

Total Pts. Possible: _____

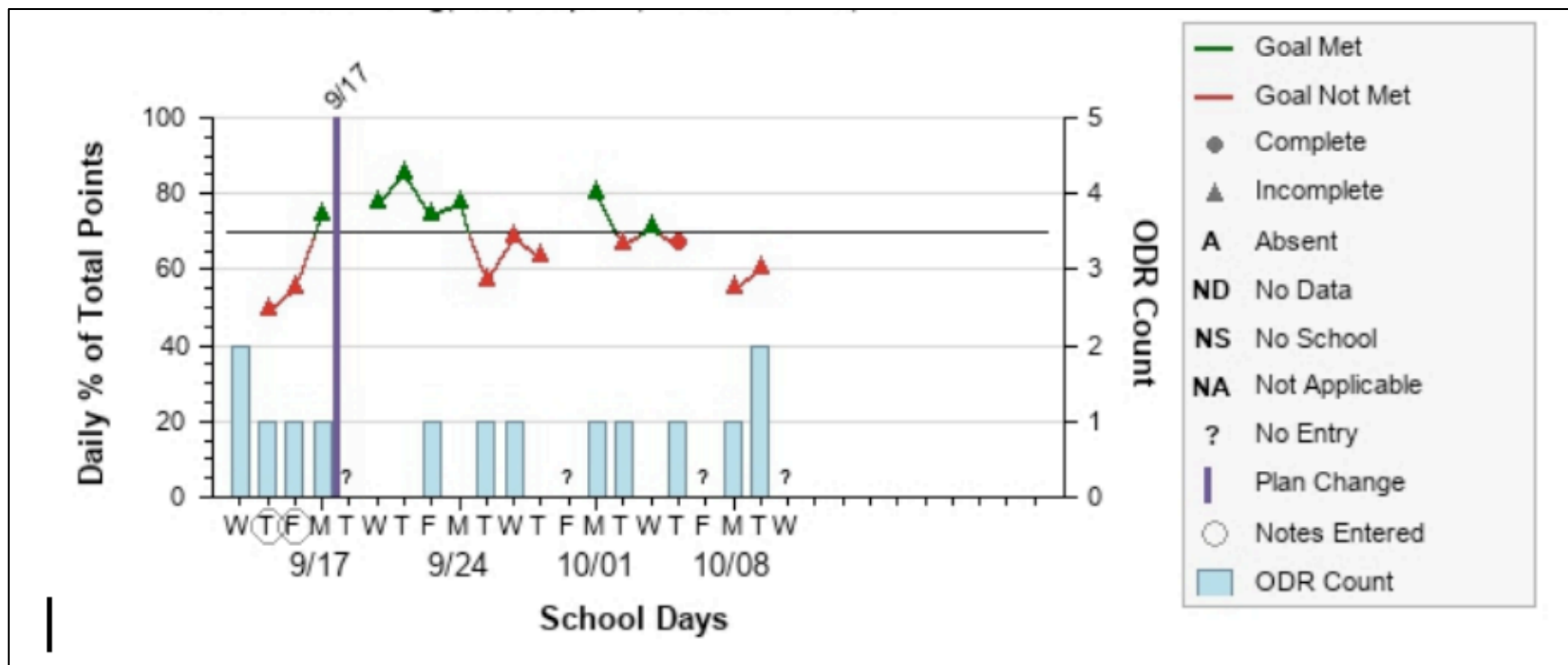
Percent Earned: _____%

Goal Met: ☐ Yes ☐ No

Afternoon Check-Out

- ☐ Student checked out
- ☐ Verbal performance feedback
- ☐ Recognition for success and/or encouragement for improvement
- ☐ Home report given and reminder to share with

Check-in/Check-out - Example Data



- Implemented as intended?
- 4 days of missing data (appx 1 per week)
- 3 consecutive data points below the goal line (2x) = Questionable

Tier 2 – Range of Interventions

- Academic Supports

- Supports to Teach Self-Monitoring
 - Check-in/Check-out (CICO)
 - Check & Connect

- Social Skills Training

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**CHECK &
CONNECT**

The Power of Caring In A Student's Life


For over 25 years, Check & Connect (C&C) mentors have helped keep thousands of students on track toward graduation. C&C is the only dropout prevention intervention listed on the IES What Works Clearinghouse found to have positive effects on staying in school.



<http://checkandconnect.umn.edu/>

Structured mentoring program
that teaches self-monitoring &
problem solving.



**CHECK &
CONNECT**
A comprehensive student engagement intervention

Implementing with Fidelity

INSTITUTE on COMMUNITY INTEGRATION
UNIVERSITY OF MINNESOTA
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All Students Get “Check”

Systematic Data Collection & Recording

***Monitoring App – completed
once a week**

All Students Get “Connect”

Basic

- Share “check” data
- Provide regular feedback
- Discuss Importance of school
- Problem solve about risk

Intensive

- Basic + Individualized, additional supports matched with need.

Data Determines Who Needs More Intensive

- Attendance

- Unexcused Absence
- Excused Absence
- Tardy
- Missed Classes

- Behavior

- Behavior Referral (IBR)
- Detention
- Suspension (in school)
- Suspension (out of school)

- Course Performance

- Missing assignments
- Current grades

- Completed Course Enrollments

- Credits earned

All Students Get
“Check”

Systematic Data
Collection & Recording

All Students Get
“Connect”

Basic

- Share “check” data
- Provide regular feedback
- Discuss importance of school
- Problem solve about risk

Intensive

- Basic + **Individualized, additional supports matched with need.**

Tier 2 – Range of Interventions

- Academic Supports
- Supports to Teach Self-Monitoring
 - Check-in/Check-out (CICO)
 - Check & Connect
- Social Skills Training

Social Skills Training

- Additional instruction & practice with specific skills
- Delivered in a small group format

Boys' Town Social Skills

Following Instructions

1. Look at the person
2. Say "Okay"
3. Do what you have been asked right away.
4. Check back.

Accepting Criticism or a Consequence

1. Look at the person.
2. Say "Okay".
3. Stay calm.

Accepting "No" for an Answer

1. Look at the person.
2. Say "Okay".
3. Stay calm.
4. If you disagree, ask later.

Greeting Others

1. Look at the person.
2. Use a pleasant voice.
3. Say "Hi" or "Hello".

Getting the Teacher's Attention

1. Look at the teacher.
2. Raise your hand and stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

Disagreeing Appropriately

1. Look at the person.
2. Use a pleasant voice.
3. Say, "I understand how you feel".
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.

Making an Apology

1. Look at the person.
2. Use a serious, sincere voice.
3. Say "I'm sorry for..." or "I want to apologize for..."
4. Don't make excuses.
5. Explain how you plan to do better in the future.
6. Say "Thanks for listening."

Accepting Compliments

1. Look at the person.
2. Use a pleasant voice.
3. Say "Thank you"

Having a Conversation

1. Look at the person.
2. Use a pleasant voice.
3. Listen to what the other person says.
4. When there is a break in the conversation, ask a question or share your thoughts.

Asking for Help

1. Look at the person.
2. Ask the person if he or she has time to help you.
3. Clearly explain the kind of help you need.
4. Thank the person for help.

Asking Permission

1. Look at the person.
2. Use calm and pleasant voice.
3. Say, "May I...?"
4. Accept the answer calmly.

Staying on Task

1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on your task.
4. Stop working only when instructed.
5. Ignore distractions and interruptions by others.

Sharing Something

1. Let the other person use the item first.
2. Ask if you can use it later.
3. When you get to use it, offer it back to the other person after you're finished.

Working with Others

1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm, quiet voice and let everyone share their ideas.
4. Work on tasks until completed.

Listening

1. Look at the person who is talking and remain quiet.
2. Wait until the person is finished talking before you speak.
3. Show that you heard the person by nodding your head, saying "Okay" or "That's interesting," etc.

Appropriate Voice Tone

1. Listen to the level of the voices around you.
2. Change your voice tone to match.
3. Watch and listen for visual or verbal cues and adjust your voice as needed.

***Supported in the "learning environment" using additional prompts & feedback**

Other Interventions – if data indicates need



- Best Bus Behavior



Data for monitoring progress



- Newcomers Club
- Friendship Groups
- Problem Solving & Coping Strategies
- Homework Support
- Attendance Group

Data for Monitoring Student Progress

Self-Management

- Check-in/Check-out uses Daily Progress Report (DPR)
- Check & Connect uses data tracking app

Simple: ticket in...ticket out

- Indicator that brought the student to attention of the team.
 - # of discipline events
 - # of absences
 - Minutes of instruction
 - # of absences
 - Course performance
 - Homework completion

Outcomes Today

- By the end of this session you will be able to...
 - ✓ Describe key elements of a Tier 2 system

• Consider “*readiness*” for Tier 2

- Access a variety of freely available resources

Readiness for Tier 2

- School used a universal screening instrument.
 - Results indicated that **32.3%** of students were in the at-risk or high-risk range.
 - Team decided to re-focus on implementation of Tier 1 with higher levels of fidelity.

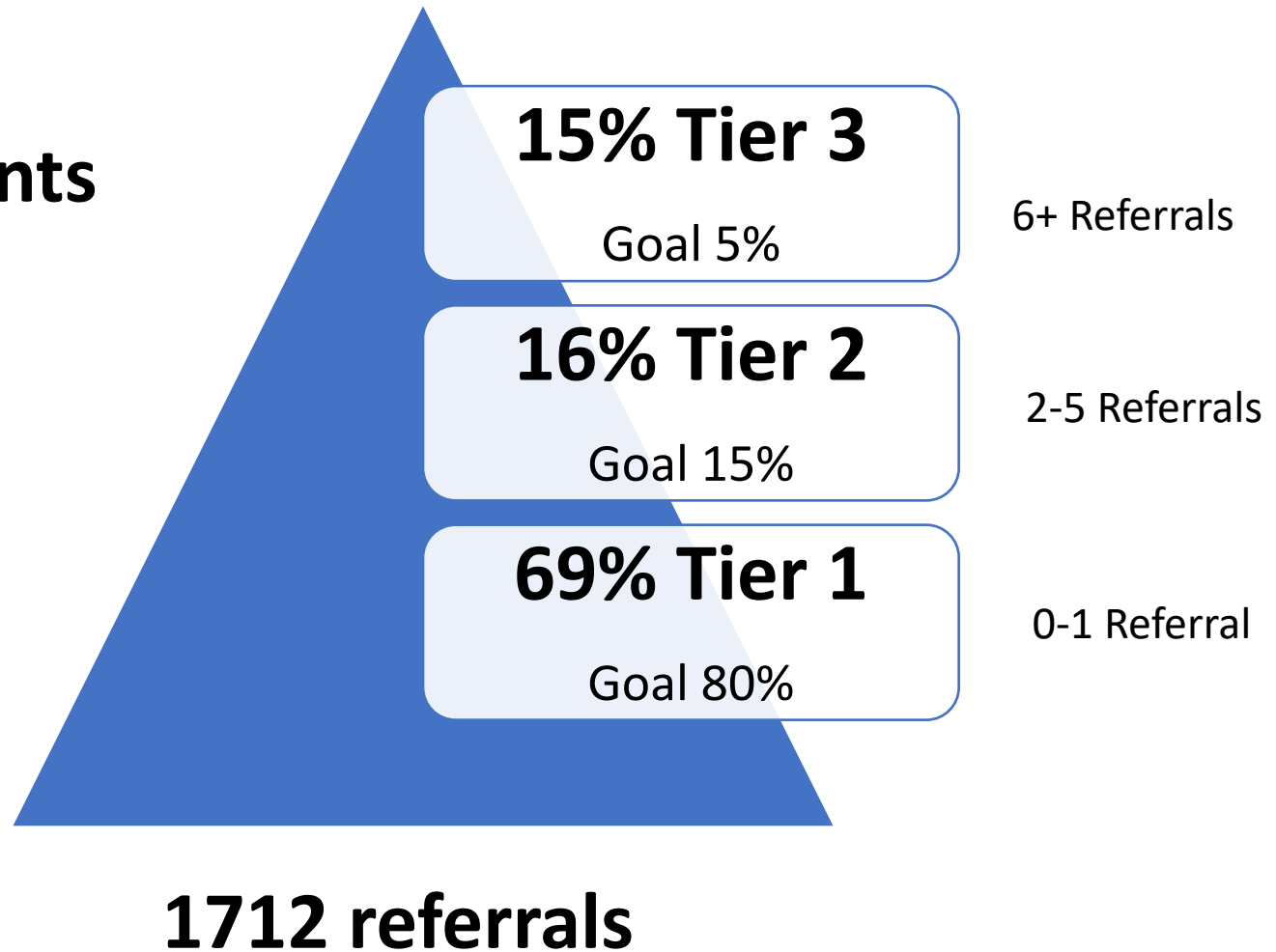
Moberly
School
District



The Spartan Way is Excellence for All!

Readiness for Tier 2

**57 students
with 9+
Referrals**



Readiness for Tier 2...

- Tier 1 implemented with fidelity
 - 3-5 positively stated school wide expectations
 - Instruction for meeting expectations
 - High rates of feedback about behavioral success
 - Instructional responses when problem behaviors occur
 - Data indicating 80% or more students having few major discipline events (e.g., 0-1)
- Effective teaching & learning practices in all classrooms

Essential Classroom Practices

1. Classroom expectations & rules defined and taught
2. Classroom procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction & student engaged time
8. Instruction is differentiated based on student need

Kern & Clemens, 2007
Simonsen et al., 2008

Clear Expectations for Management & Instruction - FPS



Essential Teaching Elements (9)

- Description of the practice
- Impact on student learning
- Strategies for implementation
- Additional resources
- https://docs.google.com/document/d/1mll5rGkjIT2I_eXYYBLh0Lb1ts2i81jwAGd6LOUmAUc/edit?ts=59416717

Tier I: School-wide Ongoing Monitoring

Staff Name _____ Date _____ Time _____
 Observer _____ Location _____ Subject _____

Data was collected during:

- ☐ Independent Work ☐ One-On-One ☐ Small Group ☐ Whole Group

Check any that apply throughout the lesson

Practices That Were Observed:

- ☐ Matrix Posted
☐ Procedures Observed
☐ Use of Attention Signal
☐ Active Supervision Used
☐ Use of Reinforcement System
☐ Precorrects

Opportunities to Respond:

- ☐ Individual
☐ Whole Group
☐ Peer to Peer

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

Ratio of Interactions	Responding to <u>Positive</u> Behavior		Responding to <u>Negative</u> Behavior		Totals
	Specific Positive Feedback <i>"Thanks for raising your hand. That's a great way to be respectful"</i>	General Positive Feedback <i>"Good job!"</i> <i>"Wow, nice work!"</i>	Corrective Feedback <i>"Please be safe by keeping your hands and feet to yourself."</i>	Ineffective Feedback <i>"Stop"</i> <i>"Shhh"</i> <i>"Don't"</i>	
<i>Behavioral</i>					
<i>Academic</i>					
Total Ratio of All Interactions					

Ideal goal - Highest number of Specific Positive Statements

Total Ratio of Behavioral Interactions= ____ : ____ (Goal is 4:1)

Total Ratio of Academic Interactions= ____ : ____ (Goal is 4:1)

Total Ratio of All Interactions= ____ : ____ (Goal is 4:1)

Comments:

Tier I: School-wide Ongoing Monitoring Definitions

Data was collected during:

Independent Work	Students are working on assignments/tasks independently.
One-On-One	Teacher is working one-on-one with a specific student.
Small Group	Students are working in small groups; either teacher led or collaborative.
Whole Group	Teacher is teaching a lesson to the full group of students.

Opportunities to Respond:

Individual	A single student is given the opportunity to respond.
Whole Group	All students are given the opportunity to simultaneously respond.
Peer to Peer	Students work together in pairs or small groups providing each other with opportunities to respond and provide each other feedback.

Practices That Were Observed:

Classroom Matrix Posted	Classroom matrix is big, bold, and beautiful and posted in the classroom.
Procedures Observed	At least one classroom procedure was observed.
Use of Attention Signal	A signal was used to get all students attention when needed.
Active Supervision Used	Teacher moves around the room frequently.
Use of Reinforcement System	Teacher uses a reinforcement system to acknowledge appropriate student behaviors.
Precorrects	A teacher statement that tells social behavioral expectations, school or classroom routines/procedures <u>before</u> students have an opportunity to demonstrate them.

Ratio of Interactions	Responding to Positive Behavior		Responding to Negative Behavior	
	Specific Positive Feedback <i>"Thanks for raising your hand. That's a great way to be respectful."</i>	General Positive Feedback <i>"Good job!"</i> <i>"Wow, nice work!"</i>	Corrective Feedback <i>"Please be safe by keeping your hands and feet to yourself."</i>	Ineffective Feedback <i>"Stop"</i> <i>"Shhh"</i> <i>"Don't"</i>
	A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did.	A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised.	A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what he/she/they should do instead of the problem behavior.	A teacher statement that occurs in response to or after a problem behavior, that does not provide specific information about what the child should do instead of the problem behavior.

Outcomes Today

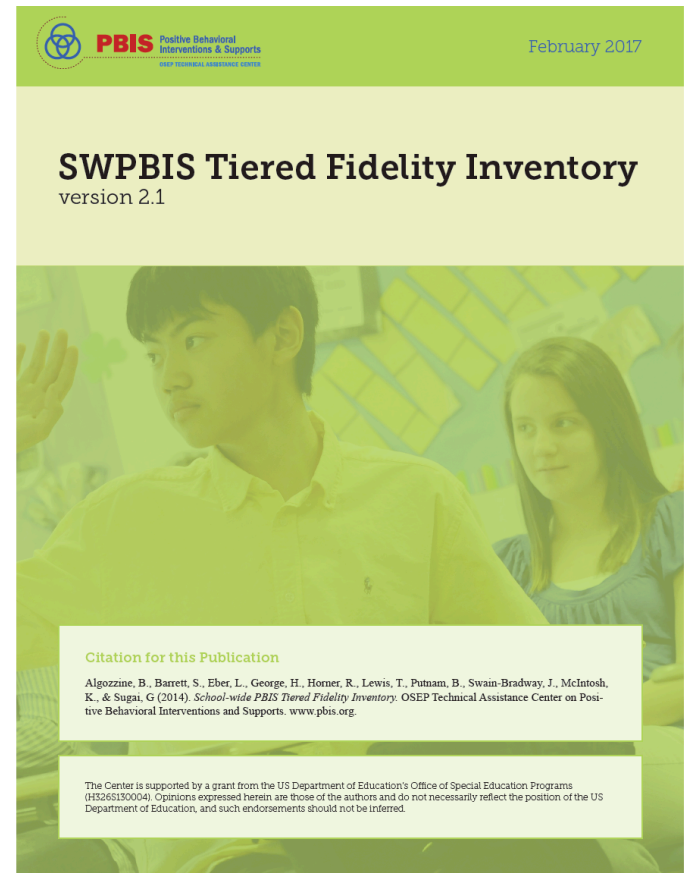
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 - ✓ Describe key elements of a Tier 2 system
 - ✓ Consider “*readiness*” for Tier 2
- Access a variety of freely available resources

Roadmap for Success...

- Tier 2 Features
 - Begins on page 12
 - 13 items
 - 3 Subscales
 - Teams (items 2.1-2.4)
 - Interventions (items 2.5-2.9)
 - Evaluation (items 2.10-2.13)

***Data-Based Action
Planning & Monitor
Implementation**

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Behavior Support Framework | moswpbs@missouri.edu

MO SW-PBS
Missouri School-Wide Positive Behavior Support

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Improving outcomes for students.
Positive, proactive, preventative behavior supports.

New to **MO SW-PBS?**

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Behavior Support Framework | moswpbs@missouri.edu

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Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

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Questions & Information

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